

Activity Title: Working at Sea

Subject (Focus/Topic): This lesson addresses ocean careers.

Grade Level: 10th grade

Average Learning Time:

Conducting research will take 2-3 class periods of 90 minutes. Presenting the information will take an additional 1-2 class periods of 90 minutes. I

Lesson Summary (Overview/Purpose):

Students will conduct internet research on pathways they will take to be successfully employed in an ocean career.

Overall Concept (Big Idea/Essential Question):

Students will research NOAA teacher at sea blogs to familiarize themselves with the roles of interns, scientists, NOAA Corps and NOAA crew. They will also explore how to obtain a job in these fields.

Specific Concepts (Key Concepts):

Students will understand college major(s) they should/can choose if they are interested in becoming a scientist, intern or NOAA Corps.

Students will understand the skills they need and any technical training required to become a member of the NOAA crew.

Focus Questions (Specific Questions):

What careers are you interested in?

Do you have a future working at sea?

Is college the right choice for you?

Is technical school the right choice for you?

What path do you need to take in order to make this your career?

Objectives/Learning Goals:

For NOAA crew, Corps and scientists, students will be able to determine if they needed to complete college or technical school with 95% accuracy.

With 80% accuracy, students will be able to determine the education path needed to obtain the position.

Background Information: State any information needed in order for this lesson to be taught most clearly and accurately. What do students need to know to succeed with the lesson? Offer common pitfalls, special notes, or hints in what to look out for.

For California:

Students need to know the A-G requirements and be familiar with the SAT I, SAT II & ACT.

Students need to know the difference between admission requirements for the UC and Cal State Systems.

Walk students through the NOAA Teacher at Sea Website and 2 – 3 individuals that were interviewed in the blogs. Assist them in determine the role of the individual and if college was required or not. Some students will have difficulty determining what major the scientist & NOAA Corps pursued.

Common Misconceptions/Preconceptions:

For freshman, students will not know the requirements for getting into college or about financial aid. This is a great opportunity to address this.
Most students will be unaware of NOAA Corps.

Materials:

See below

Technical Requirements:

Internet connection

Teacher at Sea website (<http://teacheratsea.noaa.gov/#/home/>)

NOAA Corp Website (<http://www.noaacorps.noaa.gov/>)

NOAA Careers Website (<http://www.careers.noaa.gov/>)

NOAA Jobs Website (<http://www.nmfs.noaa.gov/pr/about/jobs.htm>)

College Board Website (www.collegeboard.com/quickstart)

Computers (1 per student or a group of 2 students)

Teacher Preparation:

Preparing a sample presentation will be beneficial for the students and allow the teacher to find the common misconceptions that students will come across. However, this is not necessary to complete the lesson. Also, if in California, it is beneficial

Keywords:

NOAA Corps

NOAA Teacher at Sea

NOAA

Life Insurance

Telecommuting

Bereavement Leave

Lesson Procedure: List the specific steps to follow in order to teach the lesson.

After choosing a person of interest students will use browse the NOAA Teacher at Sea Blogs on laptops/chromebooks, etc:

1. Identify the role of the individual on the trip
2. Determine if their role required college or technical training
3. Research colleges/technical schools that offer the major/training
4. Research post-graduate school or technical training required
5. For NOAA Corps: create a timeline for training at sea and on land
6. Email the individual they are interested in to conduct an interview (if possible)
7. Determine the salary, benefits, pros/cons of the position
8. Have students present their career to the class (prezi, powerpoint, poster, brochure, etc)

Assessment and Evaluation:

Students will be assessed by other students as they present. Each student will be assigned to one student that they grade during the presentation.

Standards:**Ocean Literacy Principles Addressed:**

- 6. The Ocean and humans are inextricably interconnected
 - b. The ocean provides food, medicines, and mineral and energy resources. It supports jobs and national economies, serves as a highway for transportation of goods and people, and plays a role in national security.
 - g. Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all

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